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ABSTRACT

The major objectives of this study were to determine the adult education needs of Whitley County, Indiana; to ascertain how well these needs were being met; and to propose one or more approaches to enhance already existing efforts. Of the 352 randomly selected homes included in the sample, 268 returned completed questionnaires. Of the 268 72% selected one or more of the 41 activities listed. When asked to itemize academic credit courses desired, only 20% expressed an interest. The noncredit classes were identified under the headings of arts and crafts, sports, culture, and skills. The activities mentioned most frequently were bowling and knitting. Three out of every 10 respondents indicated that at least one adult in their family was interested in one or the other, or both activities. Other instructional series desired by at least 20% of the families included Christmas decorations, flower arrangements, refinishing furniture, and upholstering furniture. The favorable response to the noncredit courses listed in the questionnaire served as an indicator of at least possible initial success with a planned on-going adult continuing education program. In addition, there seems to be sufficient enrollment predicted in a wide range of noncredit classes to justify establishing other courses. (author/nl)

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AN INVESTIGATION TOWARD THE POSSIBLE EXPANSION OF THE ADULT CONTINUING EDUCATION PROGRAM IN WHITLEY COUNTY, INDIANA

BY

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Submitted in partial fulfillment of the requirements
for the Master of ~~Education~~ Science degree in Education
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George K. Gordon
Director of Thesis

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R.J.H.

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CHAPTER I

INTRODUCTION

Man is a curious animal. As his investigative nature developed through the ages, so did his environment. Each stage of advancement produced new and greater challenges.

Similarily, as the human being developes to maturity, he meets, accepts, or rejects challenges. Through the history of the United States, adults have progressively given rise to or accepted more challenges. These were changes that people sought to bring about, or they were alterations forced on them. In either case, the acquisition of further knowledge to aid themselves in coping with their changing society became a desired, as well as an accepted act.

As a result, planned public school community-wide adult education programs sprang forth throughout the country and were considered a common fact in many communities by 1900.[1] They took many forms, but often they were evening classes administered by already existing school staffs. As these programs attained reasonable dimensions, directors were generally assigned, answerable to the schools' administrative heads, to coordinate and carry out continuing education programs.

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[1]Knowles, M. S., editor, Handbook of Adult Education in the United States, pp. 13-14.

Background of the Problem

In Whitley County, Indiana, shown in Figure 1, the situation was not entirely the same. Interviews with the superintendents or principals of the four high schools of the county confirmed the understanding that no on-going education programs with a wide range of subject matter topics had been made available in any of the communities.

Interviews also substantiated the understanding that administration of these classes was not coordinated by the school administrative staffs. Lack of funds and staff were given as the major reasons for not appointing an adult education director to coordinate such a program.

In order to accommodate those who had asked for training and assistance in various subjects, individual instructors were permitted to conduct their own enrollment and to set their own fees to cover instructional and material costs. The agricultural classes were taught by the vocational agricultural teachers and each was reimbursed through federal vocational education funds.

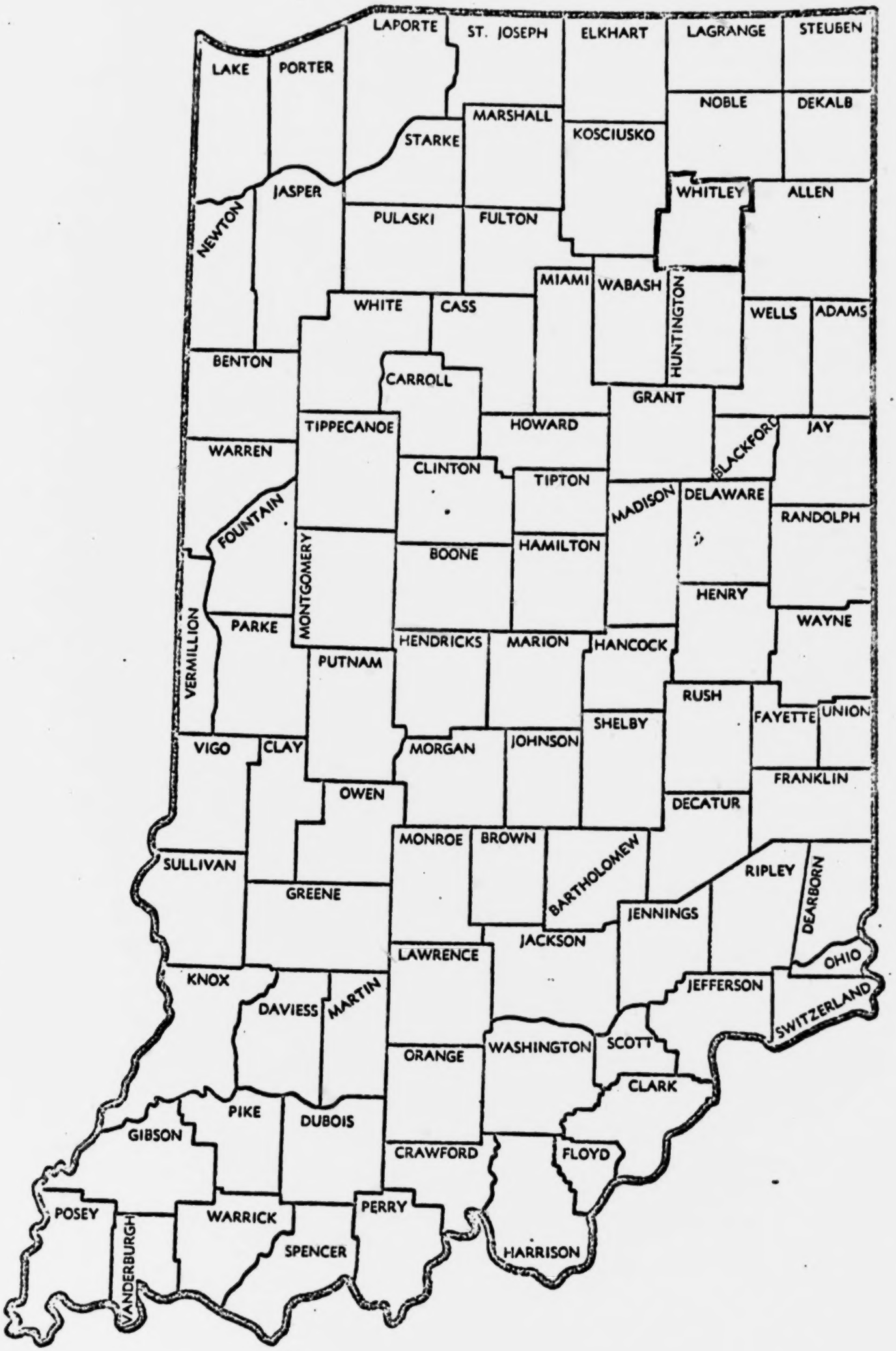

Figure 1. Location of Whitley County in Indiana

Table 1 lists the adult courses taught in local high schools in 1967. Agricultural and secretarial subjects constituted the major enrollment. Similar participation had been registered for the previous few years in each school.

TABLE 1. 1967 ADULT EDUCATION CLASSES OFFERED IN LOCAL HIGH SCHOOLS

Class	School				Total
	CCJHS*	Churubusco	Larwill	S. Whitley	
Welding				9	9
Farm Management		10		15	25
Soils and Crops		10		30	40
Motor Mechanics				13	13
Adult Farmer--Gen.	35	19			54
Tailoring	20				20
Art	21				21
Typing	12				12
Bookkeeping	11				11
Shorthand	8				8
Office Practice	17				17

*Columbia City Joint High School

The Parent Teachers Association of one school presented a list of some 30 subjects for possible evening classes to be considered by its school board. The list was supported by signatures of over 100 people desiring to participate. The board did not honor the request due to a lack of staff and funds.

The request of this group did not take into account other citizens of the community who might also have been interested in the same type of program. It would seem logical to assume that many non-P.T.A. members would have desired to participate in the same course offerings and would have given support to the needs expressed by the P.T.A. group.

Annually the 26 Extension Homemaker Clubs of the county submitted lists of topics for potential club lessons or workshops to a program planning committee. From this list the committee selected 11 leader lessons and as many special interest workshops as could be scheduled. The leader lessons were presented by Purdue University Extension specialists or the local Extension home economics agent to lesson leaders from each homemaker club. The leaders in turn taught the lessons to their individual clubs, which collectively had 700 members.

The same personnel generally taught the special interest sessions, but they were open to any woman interested in the topic. Repeat of the lesson on a local club basis was seldom practiced.

The planning committee selected a wide variety of subjects for the 11 lessons to be presented in 1969. Table 2 illustrates the wide selection.

TABLE 2. WHITLEY COUNTY EXTENSION HOMEMAKER LEADER LESSONS FOR 1969

Topic	Instructor
Developing community leadership	Specialist
Water conditioning ways	Specialist
Planning and placement of bathrooms	Specialist
Characteristics of good furniture buys	Extension agent
Mixing and matching furniture	Extension agent
Consumer rights in service repairs	Specialist
Wise use of credit	Extension agent
Management of clothing dollar	Extension agent
Preparing and cooking vegetables	Extension agent
Influencing children's values, standards	Specialist
Landscaping the home	Specialist

In addition, 24 subjects received considerable consideration, but not a majority of the votes. A sample of the topics turned down are as follows:

1. Improving living standards of local families.
2. Assuming community responsibilities.
3. Including newcomers in the community.
4. Sewage disposal safety checks.
5. Planning location of water-using equipment.

6. Selecting home furnishing fabrics.
7. Upholstering furniture.
8. Do you save at discount stores?
9. Laws and legislation that protects consumers.
10. Food enrichment and food fortification.

11. Relationship of food to good health.
12. Working women with families.
13. Dressing for different occasions.
14. Parents and others helping young people mature.
15. Will a more understanding wife contribute to a longer and happier life for her husband?

Records of several years also verify the fact that many adults have desired substantial training in a given

interest area. Many topics of a similar nature were requested annually. Topics rejected one year often reappeared the following program planning year as chosen subjects.

The home economics agent also had over 200 young housewives participate in three different subject matter workshops, each spanning six sessions. More selections were requested by these enrollees for the months that followed.

As an indication of men's interests in educational programs, the local Extension agricultural agent annually arranged meetings and tours requested by project committees of farmers. The variety of topics scheduled for 1966, 1967, and early 1968 illustrated the desire men had to be more knowledgeable for their wellbeing. Discussions conducted in these sessions dealt with these topics:

1. Grain handling and drying.
2. Feeder cattle management.
3. Dairy housing and feeding equipment.
4. Forage production and management.
5. Swine breeding.

6. Sheep management.
7. Swine nutrition.
8. Beef cow herd management.
9. Feeds testing.
10. Abnormal milk testing.

11. Hog cholera control.
12. Dairy records.
13. Timber management.
14. Wheat varieties.
15. Corn varieties.

16. Windbreak planning and planting.
17. Weed and insect control--for farmers.
18. Weed and insect control--for dealers.
19. Soil test recommendations--for dealers.
20. Anhydrous ammonia safety.

21. Landscaping--movie series and field tour.
22. Farm records and taxes.
23. Grain, livestock, and dairy marketing.
24. Economics of rural-urban living.
25. Decision making tools.

26. Economics of crop and livestock production.
27. Agricultural finance.
28. Economics of farm machinery.
29. Agricultural outlook.

The practice of presenting many of the agricultural subjects in a series of meetings was inaugurated in 1965 to provide farmers more advanced and detailed technological information. The vocational agricultural teachers had consistent interest in their various adult farmer classes. As with the Extension meetings, attendance numbers were not high, but were regular.

This low attendance was due in part to the steady decline in numbers of farmers. Data on this shift in farm numbers is found in Table 3.

TABLE 3. NUMBERS OF FARMS IN WHITLEY COUNTY, 1950, 1954, 1959, AND 1964 CENSUS OF AGRICULTURE

Type of farm	Year			
	1950	1954	1959	1964
All farms*	1,927	1,745	1,530	1,385
Commercial farms**	1,552	1,535	968	978

*For 1950-54, three acres or more, or $150 gross sales. For 1959-64, 10 acres or more, or $250 gross sales.

**For 1950-54, farms with over $1,200 gross sales. For 1959-64, farms with over $2,500 gross sales.

Whitley County experienced a 29 percent loss of all types of farms and a 37 percent reduction in the number of commercial farms. The number who invested over 100 days of their labor off their farm dramatizes the shift to a new way-of-life that faced farm families then. Table 4 describes this change.

TABLE 4. NUMBERS OF WHITLEY COUNTY FARMERS WORKING OFF THE FARM, 1950, 1954, 1959, AND 1964 CENSUS OF AGRICULTURE

Work off farm	Year			
	1950	1954	1959	1964
Total working off farm	796	925	840	849
Off farm 100 days or more	527	620	649	669

Of all farmers, over 48 percent reported working more than 100 days off the farm in 1964 as compared with 27 percent in 1950. Such changes in patterns of employment open new avenues to the use of time for leisure and for the development of new skills.

This drop in farm numbers contributed to the rural non-farm and urban growth of the county. Many of these people possessed no marketable skill and had to seek training outside the county.

The county experienced some change in population totals, also. Figure 2 illustrates the adjustment. Almost a 19 percent increase in population was experienced from 1960, with over 10 percent coming after 1950. This change was in line with the 11 percent increase for the rural areas of Indiana during that decade, but well below the 18.5 percent climb for the entire state.

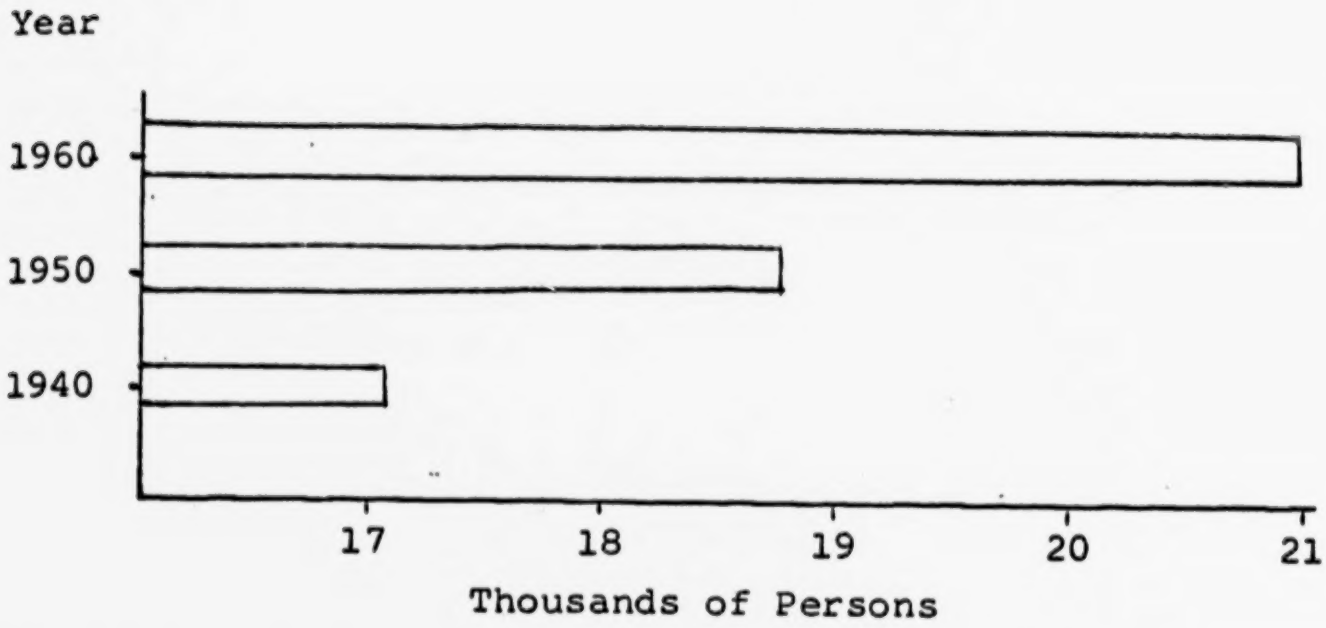

Figure 2. Bureau of Census Population Levels for Whitley County from 1940 to 1960

In the 1968 planning consultant's comprehensive report to the Whitley County Plan Commission, it was estimated that the population would reach 28,600 by 1985.[2] According to Dr. Beale, the eastern half of the county will attain a population density of 800 people per square mile by 1980.[3] Figure 3 identifies the areas of Indiana the demographer expects to reach this level by then. His prediction for Whitley County was based on the influence of Fort Wayne's industrial growth.

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[2]Beckman, Swenson, and Associates, "Growth Potential Analysis of Whitley County, Indiana," Preliminary report of comprehensive plan, pp. 19-20.

[3]Beale, C. L., "Population Onslaught," The Furrow 70:8-9, January-February, 1965.

Figure 3. Population Projection for Indiana, 1980

Where the major changes took place between 1940 and 1960 are revealed in Table 5.

TABLE 5. WHITLEY COUNTY POPULATION BY TOWNSHIPS AND TOWNS, 1940, 1950, AND 1960 BUREAU OF CENSUS

Township and town	Year		
	1940	1950	1960
Cleveland Township	2,424	2,587	2,779
South Whitley	1,118	1,299	1,325
Columbia Township	5,412	5,870	6,305
Columbia City	4,219	4,745	4,803
Etna-Troy Township	994	945	1,176
Jefferson Township	1,118	1,140	1,260
Richland Township	1,241	1,273	1,365
Larwill	319	316	994
Smith Township	2,387	2,944	3,500
Churubusco	1,122	1,232	1,284
Thorncreek Township	1,377	1,896	2,288
Tri-Lakes (unincorporated)			1,089
Union Township	990	1,025	1,156
Washington Township	1,058	1,048	1,125

The table indicates that the major increases were in the townships with the larger incorporated towns of Columbia City, Churubusco, and South Whitley and in Thorncreek Township, which contains the unincorporated area of Tri-Lakes.

A study of the employment pattern by occupational groupings since 1940 accentuates the shift from farming to industry and related fields. The data in Table 6 describes this shift.

TABLE 6. WHITLEY COUNTY EMPLOYMENT BY OCCUPATIONAL GROUPINGS, 1940-60 U.S. BUREAU OF CENSUS

Occupation	Sex	Year			Change	
		1940	1950	1960	1940-50	1950-60
Professional, Technical	Male	208	249	413	+ 40	+164
	Female	118	155	225	+ 37	+ 70
Farmers, Farm Manag.	Male	1,824	1,447	829	-377	-618
	Female	19	25	27	+ 6	+ 2
Managers, Proprietors	Male	373	443	452	+ 70	+ 9
	Female	40	53	82	+ 13	+ 29
Clerical	Male	339	223	240	-116	+ 17
	Female	212	315	593	+103	+278
Sales	Male	*	265	290		+ 25
	Female	*	164	180		+ 16
Craftsmen, Foremen	Male	559	971	1,055	+412	+ 84
	Female	15	32	92	+ 17	+ 60
Operatives	Male	691	1,292	1,443	+601	+151
	Female	474	535	575	+ 61	+ 40
Household	Male	5	2	5	- 3	+ 3
	Female	133	137	130	+ 4	- 7
Service	Male	139	184	220	+ 45	+ 36
	Female	91	196	472	+105	+276
Farm Laborers	Male	441	346	151	- 95	-195
	Female	3	293	24	+290	-269
Laborers	Male	350	234	254	-116	+ 20
	Female	5	12	4	+ 7	- 8
Other	Male	38	50	148	+ 12	+ 98
	Female	18	31	131	+ 13	+100
Total	Male	4,967	5,706	5,500	+739	-206
	Female	1,123	1,948	2,535	+825	+587
Grand Total		6,090	7,654	8,035	+1,564	+381

*Included in Clerical

Over 1,250 men and women quit working on or operating farms in a 20 year period. At the same time, craftsmen, operatives, and service workers increased almost two and one-half times. Professional and technically qualified people almost doubled.

Data in Table 7 indicate that from the standpoint of education the county gained on the state norms in terms of the median years of schooling completed. In 1940 the average for men and women was 8.6 years completed, one-tenth of a year less than the state average. By 1960 the completion level had reached 11.5 years, seven-tenths of a year ahead of the state average. Also, of those over 25 years of age, there was a 20 percent gain in the proportion completing high school in 1960, as compared with this same 1940 Census category.

TABLE 7. WHITLEY COUNTY EDUCATIONAL LEVELS COMPLETED, 1940-60, U.S. BUREAU OF CENSUS

Years	1940			1950			1960		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Age 25 and over	5,017	4,857	9,874	5,350	5,655	11,005	5,572	5,921	11,493
0	15	14	29	10	5	15	16	25	41
1-4	159	90	249	145	85	230	111	54	165
5-6	378	312	690	330	265	595	199	228	427
7-8	2,558	2,360	4,918	1,945	1,900	3,845	1,604	1,648	3,252
9-11	687	793	1,480	915	1,000	1,915	1,057	1,182	2,239
12	785	881	1,666	1,435	1,810	3,245	1,927	2,218	4,145
1-3 College	221	293	514	215	310	525	348	370	718
4 and up College	170	92	262	255	175	430	310	196	506
Not reported	44	22	66	100	105	205			
Median years completed--County	8.5	8.7	8.6	9.6	10.6	10.1	11.4	11.6	11.5
State	8.7	8.8	8.7	9.2	9.9	9.6	10.7	11.0	10.8

Facilities in the county having utilitarian value were of quite varied availability and usefulness. They ranged from the public school properties listed in Tables 8 and 9 to the 94 churches scattered over the area. The latter offered the limited accommodations of just the sanctuary in many churches to the multiple classrooms in an adjoining educational unit in a few cases. In addition, the variety of structures owned by the towns or organizations provided many suitable facilities for various forms of educational functions. Table 10 lists the capacities of each.

TABLE 8. WHITLEY COUNTY'S SCHOOL ACREAGES AND CLASSROOMS

School	Classrooms	Acres	Parking
Churubusco	64	33	Adequate
South Whitley	32	42	Adequate
Larwill	21	14	Adequate
Columbia City J.H.S.	75	39	Adequate
Marshall Memorial	8	23	Very limited
Mary Raber	7	13	Limited
Columbia	14	8	50 cars
Etna-Troy	11	14	Adequate
Jefferson	12	6	Adequate
Thorncreek	16	13	40 cars
Coesse (Union)	17	25	Adequate
Washington	8	10	150 cars
Total	285	240	

TABLE 9. SPECIAL SCHOOL FACILITIES IN WHITLEY COUNTY

School	Multi-purpose	Gym	Auditorium	Cafeteria	Music	Library	Playground	Football	Baseball	Track	Little League	Tennis Court
Churubusco		2		1	1	1	2	1	1	1	1	1
South Whitley		1		1	1	2	1		1	1	1	
Larwill		1		1	1	1	1		1	1	1	
Columbia City J.H.S.		1	1	1	2	1		1	1	1		4
Marshall Memorial		1	1	1	1		1	1	1	1	3	
Mary Raber	1	1		1			1					
Columbia		1		1			1		2			
Etna-Troy	1	1		1			1		1			
Jefferson		1		1	1		1		1			
Thorncreek		1		1			1		1			
Coesse (Union)	1	1		1	1	1	1		1			
Washington	1	1		1			1		1			
Total	4	13	2	12	8	6	12	3	12	5	6	5

TABLE 10. TOWN, BUSINESS, AND ORGANIZATIONAL FACILITIES IN WHITLEY COUNTY

Town, business, or organization	Rooms	Capacity in people
4-H Clubs, Inc.--Community Building	1	600
--Shelter House	1	150
--Show Pavilion (arena with bleachers)		800
American Legion--Columbia City	3	600
--Churubusco	1	150
South Whitley V.F.W.	1	150
Coon Hunter's Lodge	1	90
Morsches Park Shelter House	1	125
Boy Scout Lodge--under construction		
Camp Whitley Lodge	1	125
Citizens National Bank	1	50
Churubusco	1	40
Whitley County Farm Bureau, Inc.	1	50
Whitley County R.E.M.C.	1	150
County Extension Office	1	25
Columbia City Hall--Council Room	1	75
--Auditorium	1	400
South Whitley Library	1	40
South Whitley Community Hall	1	100
Larwill Lions Club Hall	2	100
Tri-Lakes Lions Club Hall	1	80

The Problem

Though there were indications that on-going adult education programs could be successful in Whitley County, Indiana, only one school had offered any opportunities for such participation. Even here the classes were not part of a coordinated and planned program.

To determine whether on-going adult continuing education programs could be conducted successfully in this community, these questions needed to be probed:

1. What are the adult education needs of the residents of Whitley County?

2. Are these needs being met?

3. What programs need to be developed for the future?

Data collected to answer these questions will help provide the alternatives useful as part of a program of action concerning adult education in Whitley County.

Character and Significance of the Problem

In recent years there has been a nation-wide emphasis placed on adult education. Response to this urging has been gratifying, but the interest intensity has been tested for the most part only in the more urban communities.

Still there had been good indicators of the desire of people everywhere to continue to learn after leaving the

formal educational setting of the elementary and secondary schools. The thousands of Extension Homemaker Club members in Indiana who met monthly to hear fellow members present a wide array of subject matter lessons on family living taught to them by Extension Service personnel attests to this desire. These women lived in rural as well as urban communities. Farmers who attended Extension agricultural schools, tours, and demonstrations and vocational agricultural departments' adult farmer classes offered another example.

In the more urban areas of the United States, the strong enrollment in adult evening classes held in the public schools indicated that these people had similar interests in the furtherance of their education.

The degree of participation in various forms of adult education already available to Whitley County residents indicated some desire for added knowledge on a continuing basis. These educational efforts included the limited offering of evening classes at the high schools and the workshops, tours, and schools of the Whitley County Cooperative Extension Service. Groups that offered programs with a limited educational scope included the literary clubs, garden clubs, a Toastmasters' Club, and similar organizations.

But, there was no evidence that any survey had ever been taken to sample the thinking of adults concerning their desire for, or the nature of, learning experiences of interest to them.

The high school evening classes available had been based on the initiative of a teacher to ask permission to offer a course and acquire his own enrollment. The Extension Service offerings, as well as the various clubs' programs, had been the decisions of those assigned to a program development committee and/or the desires of the membership.

This present investigation includes:

1. A review of past programs of an adult continuing educational nature.

2. An analysis of major current programs and plans available to the adult public.

3. A survey of the needs and projected needs of the county's residents.

4. A description of some of the social and economic factors which to some degree influence the adult educational needs of Whitley County.

5. An assessment of the reasons for limited adult education programs in the past.

Hopefully such data and information will help organizations and governmental bodies determine objectives and goals of value in the development of effective educational programs. Background material of this nature should serve as a useful guide for school officials, park and recreation boards, the Extension Service, and organizational groups to better meet the needs of the community.

Since adult educational programs with a very broad scope of public interest have generally been centered only in more urban communities, an investigation in a more rural orientation such as Whitley County should serve a useful purpose for similar areas in which citizens might analyze their situations in the future.

To assess the adult educational needs of the county, a random sample survey was conducted. The goal was to sample five percent of the family units in the entire county.

Need for This Investigation

Whitley County, located between two industrial areas, Fort Wayne and Warsaw, experienced a gradual rural non-farm and urban growth as these two centers expanded industrially. Many families moving into the area brought with them an established interest in adult education resulting from their previous environment. At the same time, economic pressures on farmers forced some to discontinue operations. Simultaneously this permitted other farmers to accomplish the acreage expansion they needed, either by sale of the farm or with a rental arrangement.

These conditions created at least two factors facing such families. The uniform schedule of daily on-the-job work offered many hours of leisure time available for development or improvement of hobby interests as well as broadening of general knowledge. For those leaving farming,

or contemplating such a move, there was lack of any marketable skill in the labor arena for some.

An on-going continuing education program could provide people in these situations, as well as the community in general, with opportunities to meet their training needs. Population estimates by various authorities added impetus to the need for investigation of the possibilities of such a program in one or more of the county's centers.

Assuming affirmative attitudes and interests were indicated by the survey results, the community's leadership might be enlightened and given confidence to inaugurate action toward a program that would meet the public's needs. Too, this information could help local leaders determine the administrative and budgetary structure best suited to serve the county.

CHAPTER II

RELATED LITERATURE

Inquiry into past research has not revealed any investigations dealing with adult education in a rural atmosphere similar to that of Whitley County. But a project started in 1962 through the National Opinion Research Center, reported by Johnstone and Rivera, does shed light on the subject concerning attitudes and interests for the population in general.[1] This project surveyed the activities of 26,795 adults relative to adult education.

This investigation sought to determine the nature and scope of participation in formal and informal adult education programs in the United States and the attitudes and opinions held by adults on the subject. It also investigated the types of educational programs available through a survey of facilities for adult training and closed with an analysis of the future for this field of work.

Some of the first questions in the investigation strove to determine how many adults participated in any type of education after they left formal schooling. When all methods were considered, 61 percent of the adults had engaged in some form. Course work had been engaged in at least once by 47 percent, and 38 percent had tried one or more times to teach themselves something. It was also found

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[1]Johnstone, J. W. C., and Rivera, R. J., Volunteers for Learning, pp. 1-22.

that one adult to six had received some type of formal teaching on at least three different occasions and one in 100 had experienced this nine or more times. The conclusion was that about 50 percent of the adults do not attempt any adult study.

When viewed from the standpoint of rate of participation by regions, the West led with 28 percent, and in the North Central Region, where Indiana is located, the rate was 19 percent.[2]

Another phase of the survey dealt with the type of subject matter studied.[3] A main observation was the contrast between the course of study during the adults' earlier formal schooling and what they chose to study as adults. The training pursuits were primarily non-credit and especially non-academic. It was revealed that 33 percent were vocational, 20 percent chose recreational, 12 percent were academic, and only three percent studied public affairs or current events.

This investigation indicated that most of the respondents preferred the practical rather than the academic approach to adult learning. Two criteria were chosen in dealing with this question: (1) consideration would be given only to activities directed mainly toward acquiring knowledge, information, or skill; and, (2) the activity had to be

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[2] Ibid., p. 108.

[3] Ibid., pp. 41-52.

associated with some form of instruction. Included in the methods were classes, lecture series, discussion groups, private lessons, workshops, seminars, conferences, correspondence lessons, educational television programs, and on-the-job training.

The vocational and home life courses together constituted 44 percent of the formal studies with 47 percent carrying out self-help studies. Together, academic, religious, and public affairs made up 30 percent of the courses with 22 percent choosing independent studies.

The next question that was probed dealt with the area of self-teaching.[4] Leading the list of subject matter fields that were independently self-taught was home and family life. Changes in the use of leisure-time, new innovations in teaching methodology, and introduction of commercial adult educational activities have helped the field of continuing education to take on new proportions. Gardening led the list of topics with 80 percent, followed by 61 percent of the sample learning a foreign language, 50 percent teaching themselves some phase of music, and 44 percent undertaking speed reading.

The means of acquiring training other than independent self-education was also asked. In the previous year, nearly 50 percent of the respondents indicated their source had been other than a schoolroom situation. Group discussion,

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[4] Ibid., pp. 52-60.

public lecture, correspondence study, private instruction, and on-the-job training represented 45 percent of the methods listed. Only 1.5 percent indicated the use of television presentations.

The preferred method of study varied with the age of the person and his economic status.[5] The person over 45 years of age was prone to choose a less formal setting, whereas the younger adult turned to the formal classroom for instruction. The same general pattern was revealed when socio-economic groups were compared. The lower group preferred the informal situation, whereas the middle and higher economic levels chose the formal setting. But, when the age of the lower group was considered, almost 50 percent of those under 45 years of age favored the classroom. Checking on preference of study methods by the two sexes, the survey revealed no differences.

Related responses were obtained when questions pertaining to sources of formal instruction were requested. The ratio was two to one in favor of other facilities than a regular school system. Fifty-six percent of the classes, lectures, or group discussions were centered in institutions not having an educational tradition as a primary function of the institution. These include churches and synagogues, private businesses, Y.M.C.A., government agencies, armed

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[5] Ibid., pp. 360-69.

forces, and community institutions other than the schools or adult education centers.

The survey also sought to identify the preferred environment for adult learning experiences. As in the previous question, the overall preference was not the secondary school or colleges. But, the level of previous formal educational training influenced the choice of site for more formal adult learning opportunities. Those with less than 12 years of formal schooling preferred the secondary school, Y.M.C.A., private school, or church to the college campus. The college setting was selected by more than 50 percent of those with over 12 years of basic education. Men chose a university over other types of institutions more so than women, seemingly because of the prestige it provided.

When the researchers analyzed what adult education participants look like, three factors stood out.[6] These were age, amount of schooling, and location. The participants were found to be younger by six years than the average American. They had also attended an average of 12.2 years of formal schooling, compared with 11.5 years for all adults in the sample. Where a person resided in a community also was indicative of his interest in adulthood training. The residents of larger metropolitan areas outnumbered those from small cities, towns, and rural areas who were active in adult education.

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[6] Ibid., pp. 71-87.

A majority of the sample had their first encounter with advanced training in early adulthood.[7] Two of every three who had ever participated in some training did so before they were 30 years old. Due to family responsibilities, women dropped below men in numbers enrolled in classes during their twenties, but they overcame them in the groups under 20 and over 40.

The first venture into adult education was more often than not for occupational reasons.[8] Those using this training to acquire their first job or to replace the one held constituted 33 percent. Twenty percent used this first experience to gain additional training for the job already held. The employer or a co-worker was the main recruiter for men, whereas women were persuaded more by their friends or family members rather than through other means.

A job-centered reason generally induced the younger adult, especially the male, to enroll in some course work, but the desire for general knowledge was a major incentive for the older ones. The women's choices were more often centered on home and family life or leisure-time interests. Their motive for attending was often to improve socially and to meet interesting people.

When the socio-economic level of a family was low, course work to prepare for a job was most often the reason

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[7] Ibid., pp. 88-95.

[8] Ibid., pp. 135-62.

for such action. To the person of higher social status, participation was generally for job advancement.

The survey responses indicated that persistence of learning interest as an adult is associated mainly with age level and the years of completed formal schooling. As age increased, educational interest decreased. The interest spectrum for seeking further training ranged from 43 percent participation among those with less than five years of schooling to 87 percent of those with over 16 years of formal education.

An interesting conclusion from the survey was that even though seven adults out of every 10 expressed an interest in some form of continuing education, less than half of our adult population could be counted realistically as potential active participants.

Educational background was also a criterion for knowledge of educational facilities.[9] A longer educational history favored the respondents' cognizance of educational centers. But, knowledge of available local facilities for a given subject matter did not correlate highly with level of educational background.

In general 55 percent knew of an educational facility in their immediate locality, 33 percent were not sure any was available, and 12 percent reported that there were none. Yet, the study also showed that regardless of the scope of

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[9] Ibid., pp. 199-205, 346-60.

educational resources available to a given population, it had little influence on their readiness to utilize them.

Obstacles to the pursuit of adult education activities that were most often mentioned were financial problems, busy schedules, and lack of energy after a day's work.[10]

In making an evaluation of the outlook for adult education, Johnstone and Rivera concluded that the adult student of the future will be young, live in an urban community, and be fairly well educated in his earlier years. They anticipated that the demand for adult education will accelerate at a rate faster than the population can increase. Part of this increase will come as a result of the higher level of educational attainment reached by those then in the older age bracket.

With anticipated increased emphasis on the use of leisure-time activities, more interest in adult instruction of this nature is expected. With a continued need for additional training to meet job requirements, no let-up in this category was envisioned either.

The authors offered as a challenge to the adult educational movement the involvement of more adults situated in the lower socio-economic levels in order that they can better equip themselves economically. At the same time,

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[10] Ibid., pp. 375-78.

they will become better prepared to cope with the added leisure time that will be at their disposal.

CHAPTER III

RESEARCH PROCEDURE

To attain some measure of the public's adult education needs, it was decided that a survey questionnaire should be used as the data gathering instrument.

The Sampling Method

The random selection method of sampling the population was chosen to yield the information desired for this investigation.

Defining the Population

The residents considered in the survey were all of the known family units in the county based on plat maps of the incorporated areas and a county map showing dwelling locations. The latest known issue of each was used.

The Sample

The following procedure was applied in the preparation of the sample:

First, the maps were up-dated to the extent of known changes and the house units were counted. This totaled 5,760.

Secondly, it was determined that a five percent sample of house units would be adequate. To attain this, the total number of units necessary was calculated. This was 288. For practicability in the distribution of the questionnaires, six families per volunteer worker were chosen. This resulted in 960 six-house units, 433 in the town or incorporated areas and 527 in the rural sections.

For the rural and unincorporated areas, the six-house units were grouped, where feasible, to avoid excess driving. In the towns, street addresses were taken, in numerical order, on all maps for sampling purposes.

To provide greater opportunity for all incorporated areas to be represented in the survey, separate samples were planned for the rural and the urban areas.

From the 960 units, 48 were necessary to meet the five percent criterion. Since some unoccupied houses were among the street addresses, three extra samples were assigned to the town group. This breakdown permitted 24 town and 27 rural six-house samples, 51 in all.

The samples were then drawn using a table of random numbers.[1] The six-house units drawn for the rural areas were charted on a separate county map for ease of identification by the volunteer workers. Street addresses were listed for the incorporated areas sampled. Mimeographed

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[1]Baumel, C. P.; Hobbs, D. J.; and Powers, R. C., The Community Survey, pp. 11-18.

copies were made with volunteer worker areas identified to simplify their assignments.

Anticipating some losses from the five percent due to refusals to complete the questionnaire, to some never being found at home, and to some unoccupied houses existing in the sample areas, each volunteer worker was also asked to complete a questionnaire. This was considered to be reasonable since these persons were well distributed over the county, as was the drawn sample. The only exceptions were seven workers who lived within sample areas and were already included in the totals. This permitted a maximum of 352 questionnaires.

Preparation of the Questionnaire

The questionnaire (see Appendix B) was prepared with the assistance of James Peterson, specialist in park and recreation administration for Indiana and Purdue Universities, and Charles A. Sargent, Purdue University agricultural economist.

The information requested was prepared as a part of a park and recreation survey questionnaire designed to determine the recreational needs of Whitley County. The questions directly concerning adult education were also considered to be within the realm of recreation so far as adults are concerned. This investigation was made by a

12-member committee appointed by the Whitley County Council and the Columbia City Common Council.

The questionnaire was designed to be as self-explanatory as possible for the respondents and to provide the volunteer workers a minimum of involvement in the completion of the forms.

Pre-Testing

A preliminary meeting with 40 of the 54 volunteer workers was used to pre-test the questionnaire. No changes were considered necessary.

To be certain of continuity in the distribution and clarity in the handling of the questionnaire, mimeographed instructions were provided each volunteer worker. These were reviewed with the workers to be certain they had a complete understanding of their assignments.

Distribution of the Questionnaire

Target distribution dates were set to help assure more complete return of questionnaires. A Friday and Saturday period was chosen to provide some flexibility in making contact with family units that were selected. In addition, a news release to local newspapers and a local radio station explained the purpose of the survey and the activities of the volunteers on these dates.

The final instructions were given to the volunteer workers early in the same week. Instructions included an explanation of the survey project, the procedure for leaving and collecting the forms, and the importance of thorough coverage. These instructions are in detail in Appendix A.

Due to conflicts in schedules, it was necessary to hold separate instructional sessions with 14 of the volunteers and to conduct the distribution on the following weekend for two areas. This was accomplished without problems.

Should an adult in a family not be home during the first visit, the worker was urged to return at least two more times before recording the family as "not at home." They were cautioned not to seek out families outside of their assigned area to replace those not found at home.

The volunteer workers had been enlisted through their organizational president. They were assigned a sample area as near as possible to their home for convenience's sake. Though there were seven volunteers whose homes were in sample areas, only two drew an assignment in their home area.

Tabulation

Since it was not considered necessary to make many correlations with the information collected, hand, rather than computer, tabulation was chosen for this phase of the investigation. The recording of data from the questionnaires

was carried out by a tabulation team of eight volunteers. Of the 352 contacts, 84 did not cooperate in the survey for various reasons as indicated:

Reasons	Number of Families
Not at home	19
Vacant houses	27
Did not cooperate	24
Questionnaire incomplete	14
Total	84

The 268 completed questionnaires gave a return percentage of 76 and represented 4.6 percent of the 5,760 residences in the county.

Analysis of Data

Frequency tables were used to report the results of this investigation. Actual numbers of responses are reported in some tables, but percentages have been used to report the majority of the data.

Census statistics were also compared with the results obtained from a question concerning the occupation of the husband and of the wife in each family.

Also, the results of the investigation are summarized in the concluding chapter.

CHAPTER IV

FINDINGS

The findings of the survey are reported in two parts: (1) general characteristics of the family units surveyed, and (2) reactions to questions concerning adult continuing education and related activities.

Characteristics of the Family Units

A poll of the 268 responding survey families revealed that almost 40 percent were rural farm residents, with nearly 36 percent listed as rural non-farm dwellers. The remaining 24 percent lived in towns.

The permanence of the population was indicated by the fact that over 91 percent of the families reported some or all of its members had resided in the county since 1962. The 1960 Census revealed that over 84 percent of those over five years of age had lived in the county for the preceding five years.[1]

Additional stability was disclosed by the high percentage of respondents owning their home. Homeowners represented 77.6 percent of the sample, with 20.9 percent renting, and 1.5 percent not reporting. The 1960 Census of

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[1]United States Bureau of the Census, United States Census of Population: 1960, Indiana, PC(1), 16C, Washington, D.C., Government Printing Office, 1962, p. 254.

Housing reported that owners lived in 78.6 percent of the occupied homes.[2]

The average family included 3.7 people, compared to the 3.4 average per dwelling reported in the 1960 Census of Housing for the entire county.[3]

The questionnaire requested the occupation of both the husband and the wife. Table 11 presents these data. Leading the husbands' occupations, with nearly one-third of the total, was craftsmen, followed by operatives and farmers, each having over one-fifth of the total. Most occupational groupings reported in the survey recorded percentages similar to those tallied during the 1960 Census of Population.[4] In addition, 19 husbands were listed as retired.

Nearly one-third of the wives were employed in capacities other than housewife. In order of frequency, the major types of employment were clerical, service, and professional.

To gain some measure of the desire of local people to participate in organizational activities, the questionnaire included a request for organizations participated in by husbands and by wives. Nearly one-third of the husbands and a like share of the wives were members of one or more groups.

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[2]United States Bureau of the Census, United States Census of Housing: 1960, Indiana, HC(1), no. 16, Washington, D.C., Government Printing Office, 1962, p. 88.

[3]Ibid., p. 95.

[4]Bureau of the Census, op. cit., p. 270.

TABLE 11. SURVEY AND 1960 CENSUS COMPARISONS OF EMPLOYED PERSONS BY OCCUPATIONAL GROUPINGS, WHITLEY COUNTY, INDIANA

Occupation	Survey			Census	
	Mate*	No.	Percent	Sex	Percent
Professional, Technical	H	7	3.2	M	7.5
	W	13	16.6	F	8.9
Farmers, Farm Managers	H	45	20.4	M	15.1
	W			F	1.0
Managers, Proprietors	H	16	7.3	M	8.2
	W	2	3.0	F	3.2
Clerical	H	8	3.6	M	4.4
	W	20	25.6	F	23.4
Sales	H	13	5.9	M	5.3
	W	9	11.5	F	7.1
Craftsmen, Foremen	H	65	29.5	M	19.2
	W	8	10.3	F	3.6
Operatives	H	47	21.4	M	26.2
	W	7	9.0	F	22.7
Household	H	7	9.0	M	.1
	W	1	1.0	F	5.1
Service	H	16	7.3	M	4.0
	W	14	17.9	F	18.6
Farm Laborers	H			M	2.7
	W			F	.9
Laborers	H	3	1.4	M	4.6
	W	4	5.1	F	.1
Not reported	H			M	2.7
	W			F	5.2
Total	H	220	100.0	M	100.0
	W	78**	100.0	F	100.0

*H--Husband; W--Wife

**The remaining 169 women listed their occupation as housewife which represented 68.4 percent of the 247 wives reported.

About one-sixth of the members of each category was an associate of two or more groups.

Reactions to Adult Continuing Education

A very liberal interpretation of the word "recreation" was used in the questionnaire. Any survey results having an educational application were considered in this investigation.

Home indoor recreation facilities and activities. To determine how well families had equipped themselves for educational and recreational activities, indoor accommodations were listed for check-off. Table 12 lists these findings.

TABLE 12. RESPONDENTS' REPORTED HOME INDOOR RECREATION FACILITIES

Facilities	Percent
Television	96
Radio	96
Magazines	91
Books	88
Record player	72
Musical instrument	28
Workshop	21
Recreation room	16
Table tennis	14

As might be expected, television and radio sets were in most homes. Reading material, in the form of magazines

and books, also ranked very high. Around 90 percent of the families possessed both items. Persons who occupy their leisure time with a hobby often need the use of a special work area. One-fifth of the surveyed families reported a work shop and 16 percent had a recreation room.

Though reading material was at the disposal of about 90 percent of the families, only 73 percent claimed reading as a recreational activity.

TABLE 13. RESPONDENTS' REPORTED HOME RECREATION ACTIVITIES

Activities	Percent
Reading	73
Cards	59
Parties	48
Musical instruments	28
Singing	27
Crafts	25
Painting	21
Hobbies (53 kinds)	
Coin collecting	9
Sewing	7
Knitting	6
Stamp collecting	4
Photography	3
Antique collecting	2.6
Crocheting	2.6
Rock collecting	2
Refinishing furniture	2
Gardening	2

Of interest was the fact that the same percentage (28) of families reporting ownership of musical instruments also indicated using them.

How well people might respond to learn-by-doing classes in crafts, painting, and other hobbies prompted the inclusion of these items. One-fourth of the families mentioned interest in crafts and painting. Fifty-three different hobbies were identified, with the leader, coin collecting, preferred by 25 families. Sewing, knitting, and photography were other forerunners.

Community recreation activities desired. The opinion of the public relative to the adequacy or suitability of local recreational activities for various age groups was desired in the investigation to help evaluate the situation at the time and to help in choosing courses of action for the future.

The questionnaire carried this statement as a benchmark for the question to follow:

> The major groups of activities for a recommended community recreation program are: sports and games; arts and crafts; music; dramatics; dance; hobbies; outing activities; literary activities; social activities; and community-wide events.
>
> Based on this recommended program, do you feel that your community provides adequate year-round recreation activities for the following age groups: (Yes or No)

Though 50 percent of the families did not express an opinion on the adequacy of programs for one or more of

the age groups, a decided number considered the activities available to those at the senior high school level and older to be inadequate. These data are presented in Table 14.

TABLE 14. REPORTED ADEQUACY OF RECREATION ACTIVITIES AVAILABLE IN THE COMMUNITY FOR SPECIFIC AGE GROUPS

Age groups	Percent		
	Yes	No response	No
Retired	9	50	41
Young female adults (19-30)	12	50	38
Young male adults (19-30)	11	51	38
Older middle age (45-65)	15	50	35
Young married couples (19-30)	14	51	35
Middle-aged	11	54	35
Senior high boys	19	50	31
Senior high girls	17	54	29
Junior high girls	20	52	28
Elementary girls	23	51	26
Junior high boys	27	48	25
Elementary boys	30	50	20

Those persons in retirement were given the nod for getting the least amount of attention in comparison to their needs, based on a 41 percent "no" vote. Better than one-third of the questionnaires indicated that there was also insufficient recreational program features for all persons between the age of 19 and retirement.

In addition to being asked what recreational activities their families enjoyed, the respondents were requested

to identify, in order of preference, the three community recreational activities they thought were most needed in their area. These data are reported in Table 15.

TABLE 15. RANKED PREFERENCES OF NEEDED COMMUNITY RECREATIONAL ACTIVITIES

Activities	Percent
Recreational programs--all ages	11.2
Dancing	10.8
Swimming	7.7
Movies	7.3
Arts and crafts--all ages	5.7
Social activities	5.1
Community events	4.7
Horseback riding	4.1
Sports	4.1
Music	4.0
Other (20 activities)	35.3

"A recreational program to serve all ages" led the list of suggestions offered in answer to this question. All other ideas were primarily of an individual activity nature and relate to the list in the introductory statement preceding this question. Dancing, arts and crafts, social and community events, and music are activities which could emanate from the same community facility. Emphasis on swimming attests to the limited facilities in the county for this activity.

Community recreation facilities desired. Besides indicating a need for a well rounded recreational program

for all ages, the respondents also suggested the establishment of community centers as indicated in Table 16.

TABLE 16. RANKED PREFERENCES OF NEEDED COMMUNITY RECREATION FACILITIES

Facilities	Percent
Community centers	23.0
Swimming pool	13.7
Bowling alley	5.5
Movie theater	5.3
Parks	4.4
Tennis courts	3.5
Other (45 facilities)	44.6

Various words were used to identify a community center facility: teen center, Y.M.C.A., sports center, recreation center, community building, and music center. On a weighted score basis, these suggestions drew 23 percent of the total. In addition, 50 other facilities were identified as needs of the county.

Because of the various educational and recreational accommodations that were available in the local public school facilities and the fact that these units were idle many hours each week, the following question was asked: "Do you favor the properly supervised use of school facilities

for recreation when such use does not conflict with the school program?" Eighty-one percent responded in the affirmative, with four percent voting "no," and 15 percent not casting a vote.

Choices of adult education classes. The last page of the questionnaire was directed to persons 18 years old and over to ascertain their interest in instructional sessions of an educational and recreational nature. A list of non-credit activities was included to suggest types of classes that might be available, plus space to enter others. Items mentioned in no way were meant to imply that other topics could not be made available in such an educational and recreational program. In addition, a separate question asked respondents to write in academic credit courses desired.

The non-credit suggestions were divided into four categories: arts and crafts, sports, culture, and skills. Data on these are found in Tables 17, 18, and 19 on the following three pages. On the basis of county totals, almost every suggested class had over 10 votes, or a minimum of four percent of the sampled families. The leading choices were bowling and knitting instruction, each receiving some 30 percent acceptance. Two basically seasonal activities, Christmas decorations and flower arrangements, drew the favor of one-fourth of the families. Two do-it-yourself skills, refinishing furniture and upholstering, were desired by more than 20 percent of the respondents.

TABLE 17. RESPONDENTS' SELECTIONS OF NON-CREDIT ARTS AND CRAFTS COURSES, BY TOWNS AND TOWNSHIPS

	Knitting	Xmas decorations	Flower arrang.	Crocheting	Embroidering	Oil painting	Nature craft	Pottery	Leather tool	Reed weaving	Stone polishing	Weaving	Wood carving	Textile painting	Metal craft	Glass etching	Sculpturing
Churubusco	7	5	7	4	5	2		2	3	1		1	1	1		1	
Columbia City	14	14	17	7	3	7	4	3	4	3	4	3	5	4	3	2	
Larwill	2	1	1	2	1	1							1				
South Whitley	5	5	5	1	1	2	1	3		1		2		1	2	1	
Cleveland Township	9	11	9	5	5	3	2	2	2	1	2			1	1		
Columbus Township	7	4	8	5	5	7	1	3	2	3		1	2	2	2		2
Etna-Troy Township	5	3	2	7	5	2		1	1	1	1	3					
Jefferson Township	6	5	4	2	2	1	3	2		3	3	2					
Richland Township	3	3	2	1	1	2	1	1				1	1			1	1
Smith Township	8	11		5	4	5	9	1	2		4	1	2			2	1
Thorncreek Township	4	3	2	2	2		1	1	1	1	1	1		1	1		
Union Township	5	3	5	6	3	1			5	1	1			2	2	1	
Washington Township	6	6	7	3	1	6	2	3	1	3	2	1	1	1	1	4	3
Total	81	74	69	50	38	39	24	22	21	18	18	16	13	13	13	12	7
Percent	30	27	25	19	14	14	9	8	8	7	7	6	5	5	5	4	3

TABLE 18. RESPONDENTS' SELECTIONS OF NON-CREDIT CULTURAL AND SPORTS COURSES, BY TOWNS AND TOWNSHIPS

	Child Psychology	Whitley Co. History	Language	Public Speaking	Government	U.S. History	Geology	Bowling	Phy. Ed.--Women	Phy. Ed.--Men	Golf
Churubusco	5		2	3	1	1		8	2		
Columbia City	9	7	6	9	2	1	1	15	4	5	1
Larwill		1				1		1			
South Whitley	7	3		2				9	6	6	2
Cleveland Twp.	6	5	1	1	3	4		10	6	2	1
Columbia Twp.	5	2	5	3	3	1	1	5	4	3	
Etna-Troy Twp.	2	4		1	1			6	4	3	
Jefferson Twp.	1	2	1					2	4	2	
Richland Twp.	1	1	1					3			
Smith Twp.	6	1	5	3	2	2	2	8	4	3	
Thorncreek Twp.		2	1		2	1		3	1	1	1
Union Twp.	5	2	3	2			1	5	3	3	
Washington Twp.	2	2	6	3	2	1	2	7	5	5	1
Total	49	32	31	27	16	12	7	82	43	33	6
Percent	18	12	12	10	6	5	3	31	16	12	2

TABLE 19. RESPONDENTS' SELECTIONS OF NON-CREDIT SKILL COURSES, BY TOWN AND TOWNSHIP

	Refinishing furniture	Upholstering	Cooking	Dress making	Woodworking	Typing	Bookkeeping	Home management	Basic clothing const.	Tailoring	Metal lathe	Hat making	Shorthand	Driver's training
Churubusco	4	2	6	5	1	3	3	2	2	2		1	1	2
Columbia City	11	9	5	11	6	4	4	9	4	1	4	3	4	1
Larwill	1	1	1	1	1		1	1	1	1				1
South Whitley	4	8	5	2	2	4	1	6	2	2	5	2	2	
Cleveland Twp.	7	5	6	5	5	2	2	1	4	2	2		1	2
Columbia Twp.	6	6	3	4	4	4	6	3	4	5	2	3	2	3
Etna-Troy Twp.	8	5	6	4	4	2	4	1	2	2	1	2	3	2
Jefferson Twp.	5	3	4	2	2		1	1		2		3		
Richland Twp.	3	2	1	1	1	2	1	1	1				1	
Smith Twp.	8	3	5	7	7	5	3	2	5	2	1	2	3	2
Thorncreek Twp.	5	4	1	2	2		1	3			1	1		
Union Twp.	5	2	4	1	5	7	7	2	1	1	1	2	2	1
Washington Twp.	7	5	3	4	5	7	6	3	2	2	1			2
Total	74	55	50	48	45	40	40	35	28	22	18	19	19	16
Percent	28	20	19	18	17	15	15	13	10	8	7	7	7	6

From the arts and crafts list, better than 10 percent suggested some family interest in crocheting, embroiderying, oil painting, and pottery. Physical education for men and women, child psychology, county history, language, and public speaking ranked equally as well in the sports and cultural sections. Those skills mentioned by some 10 to 20 percent of the respondents were cooking, dress making, woodworking, typing, home management, bookkeeping, and basic clothing construction. Driver's training gained considerable attention when thought is given to the fact that it requires one-to-one instruction. Sixteen checked this activity.

Golf was a write-in sport which two percent indicated a desire to learn. Several other topics were written in under each of the four major headings, but none had over two votes.

Survey results were summarized by towns and townships for more complete analysis. Factors having relationship to these locations and adult education courses offered are distance, facilities, and area involved. In light of this, attention was given to the school districts in the county. The Whitko Community School Corporation included the towns of South Whitley and Larwill and Cleveland and Richland townships. For the Smith-Green Community School Corporation, the town of Churubusco and Smith Township were involved. The Columbia City Joint High School area encompassed the city of Columbia City and all remaining townships:

namely, Columbia, Etna-Troy, Jefferson, Thorncreek, Union, and Washington.

In terms of non-credit course selections by school districts, Table 20 presents these data.

TABLE 20. RESPONDENTS' SELECTIONS OF NON-CREDIT COURSES, BY SCHOOL DISTRICT

	Whitko School Corp.	Smith-Green School Corp.	Columbia City Joint High School	Total
Knitting	19	15	47	81
Xmas decorations	20	16	38	74
Flower arrangements	17	7	45	69
Crochet	9	9	32	50
Embroidery	8	9	21	38
Oil painting	8	7	24	39
Nature craft	4	9	11	24
Pottery	6	3	13	22
Leather tooling	2	5	14	21
Reed weaving	2	1	15	18
Stone polishing	2	4	12	18
Weaving	3	2	11	16
Wood carving	2	3	8	13
Textile painting	2	1	10	13
Metal craft	3	2	7	12
Glass etching	2	3	7	12
Sculpturing	1	1	5	7
Child psychology	14	11	24	49
Whitley Co. history	10	1	21	32
Language	2	7	22	31
Public speaking	3	6	18	27
Government	3	3	10	16
U.S. history	5	3	4	12
Geology		2	5	7
Bowling	23	16	43	82

TABLE 20 (Continued)

	Whitko School Corp.	Smith-Green School Corp.	Columbia City Joint High School	Total
Phy. Ed.--Women	12	6	25	43
Phy. Ed.--Men	8	3	22	33
Golf	3		3	6
Refinish furniture	15	12	47	74
Upholstering	16	5	34	55
Cooking	13	11	26	50
Dress making	10	9	29	48
Woodworking	9	8	28	45
Typing	8	8	24	40
Bookkeeping	5	6	29	40
Home management	9	4	22	35
Basic clothing const.	8	7	13	28
Tailoring	5	4	13	22
Metal lathe	7	1	10	18
Hat making	2	3	14	19
Shorthand	4	4	11	19
Driver training	3	4	9	16

One and two votes were cast for some topics in given school districts, whereas the same topics received more support in others. A few had little interest in a given school area, but were mentioned by nearly five percent or more of the surveyed families over the entire county.

In recording the responses to the question concerning academic credit courses, some 20 percent of the families indicated interest in pursuing such training, as recorded in Table 21.

TABLE 21. CREDIT COURSES SUGGESTED AND NUMBERS OF RESPONDENTS FOR EACH

Courses	Number of respondents
Typing	14
English-language	11
Bookkeeping	8
Shorthand	6
Psychology	6
Speech	5
Government	3
History	3
Mathematics	3
Toolmaking	3
Graduate level courses	3
Art	2
Business management	2
Drafting	2
Physics	1
Chemistry	1
Science	1
Office practice	1
Driver training	1
Music	1
Nursing	1

Twenty specific courses were suggested with six receiving five or more votes. Typing, a combination of English and language, and bookeeping were mentioned most.

It was noted during the recording of data from this question that some respondents apparently were confused by the terminologies "credit" and "non-credit." In 26 instances, returned questionnaires contained suggested classes included in the non-credit list of the previous question.

Some indication of the scope of interest in adult education activities by the 268 surveyed families was evidenced by these facts: (1) 192 (71.6 percent) checked one or more non-credit courses, and (2) 213 (79.4 percent) did not indicate any interest in credit courses.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major objectives of this investigation were to determine the adult education needs of Whitley County, Indiana; to ascertain how well these needs were being met; and to propose one or more approaches to enhance already existing efforts. A random sampling of all residences in the county was selected as the method to obtain first-hand reactions concerning educational conditions as they existed, as well as how they might be. Some 50 volunteer workers distributed questionnaires to the 352 homes drawn as the sample. Due to the failure of some to cooperate and because others could not be contacted, the number of completed questionnaires was reduced to 268. This represented 4.6 percent of the 5,760 known residences of the county. The most recent U.S. Census, 1960, reported that these homes contained 20,954 people.

Several characteristics of the families in the investigation sample were found to be similar to those identified in the county census conducted in 1960. The sample was less mobile than the population, since 91 percent had been living in the county for the previous five years compared to the 1960 census count showing 84 percent. About three-fourths of the sampled families lived in houses they

owned. This paralleled the ownership percentage of the entire county recorded in 1960. The families of this survey numbered 3.7 people, slightly above the last county census average.

The investigation included some descriptive measures of the husbands and wives of the families. Three occupational groupings accounted for three-fourths of the men in the sample. Using Bureau of Census terminology, these were craftsmen, operatives, and farmers. Over 60 percent of the women who worked were in the clerical, service, or professional categories. Two-thirds of the wives did not take employment outside the home.

The spouses of each household were about equally active in organizational groups with one-third of each category participating in at least one organization. Membership in two or more groups was attained by one-sixth of each classification.

A very liberal interpretation of the field of education was employed in this investigation. It included activities of a recreational nature taught to the individual for his personal benefit. One question sought to identify accommodations in the home having educational and recreational linkages. Ninety-six percent of the families reported the use of both a radio and a television set. One-fifth of them also had a home workshop and slightly fewer had set aside a recreation room.

To gain an indication of respondents' willingness to read and study, reading was listed as a recreational activity in the questionnaire. Although 70 percent indicated such an interest in both magazines and books, 90 percent of the families said they had these items in their home.

Hobby and pastime activities most often listed by the families were painting and crafts. Nearly one-fourth checked these items; 53 other hobbies were identified.

Recreational activities were inadequate for retired people of the county in the opinion of 41 percent of the sample. A similar attitude prevailed for all adult age groupings. The middle-aged adults, supported by 35 percent with this view, were the age group given the least support. On the average, 50 percent of the survey respondents did not express an opinion on one or another of the age levels indicated in the question.

A recreational program that would reach all ages topped the list of activities recorded when the families were asked to mention, in order of preference, their three choices of community recreational needs. Showing some parallel in thinking to the suggested all-around recreational program was the strong support for a community center. With three ranked choices of facilities, 23 percent of the families were in favor of this type of structure in their own community.

Eighty-one percent of the families responded in favor of using the public school facilities for recreation and related uses once the traditional school day was completed.

The adults who were contacted during the survey were asked to indicate their interest in non-credit instructional activities of an educational nature. Of the 268 families, 72 percent selected one or more of the 41 activities listed in the questionnaire. When asked to itemize academic credit courses desired, only 20 percent expressed an interest.

The non-credit classes were identified under the headings of arts and crafts, sports, culture, and skills. The activities mentioned most frequently by the adults were learning to bowl and learning to knit. Three of every 10 respondents indicated that at least one adult in their family was interested in one or the other, or both activities. Other instructional series desired by at least 20 percent of the families included Christmas decorations, flower arrangements, refinishing furniture, and upholstering furniture.

The responses to choices of non-credit courses were reported by towns, townships, and school districts to facilitate distribution analysis.

Of those persons identifying credit courses, typing was desired by 26 percent, and 20 percent wanted English or another language. Confusion in the interpretation of the terms "credit" and "non-credit" evidently was responsible

for misuse of, or failure to answer, the question on credit courses.

Conclusions

The rather stationary characteristic of the local population should prove very beneficial in the development of an adult educational program. This situation will facilitate the planning of a developmental program as well as making periodic adjustments in it. Complications can be avoided that might otherwise arise with a more fluid population.

With a high percentage of the adult population engaged in employment that basically covers a 40 hour week, use of leisure time will increasingly become a factor for families to reckon with. Researchers suggest that this situation may have serious implications for the persons in the lower socio-economic strata.[1]

The strong support given to the need for a recreational program to serve all sectors of the adult spectrum indicated dissatisfaction with conditions as they were. The wide diversity of descriptions given for a community center also suggested the need for a wide range of activities. The listing of 50 additional facilities to augment the

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[1]Johnstone, J. W. C., and Rivera, R. J., Volunteers for Learning, pp. 263-70.

accommodations already on hand further emphasized the need for a planned program, supported by a capital improvement plan.

Community centers and some of the other suggested facilities will offer many opportunities for training programs to serve adults. Both general educational activities and training sessions with a more specific recreational flavor could be conducted in such units.

A favorable response to the use of public school facilities for the community's benefit would appear to be at least one of the answers to the need for a community center. The high schools could provide classrooms for the courses requiring more specialized adaptations, and those activities calling for more conventional classrooms could be held in any of the grade or high schools where the demand exists. Most recreational activities could also be serviced through public school facilities.

Should there be insufficient interest in a given instructional activity for it to be conducted in each community, this might necessitate the use of more centralized locations. But, in general, the number of hours during which some parts of each school facility are idle, plus the tremendous investment the public has in them, seemingly prompted the favorable attitude toward their continued use after regular school hours.

The favorable response to the non-credit courses listed in the questionnaire served as an indicator of at least possible initial success with a planned on-going adult continuing education program. Though not every suggested topic was well supported, a goodly number were. Also, many topics written in by the respondents would no doubt have received many votes had they been itemized for all potential participants to consider. Even considering the results of the National Opinion Research Center's study, which indicated that not over 50 percent of all adults would actually attempt adult learning experiences, there would seem to be sufficient enrollment predicted in a wide range of non-credit classes to justify establishing an on-going program.

Efforts to develop an organized academic credit curriculum might need to be delayed for a few years until the idea of "going back to school" has first been nurtured by the non-credit program. In the meantime, the community would no doubt become more aware of the credit courses being taught on an individual teacher-promoted basis and augment them. Eventually an organized program might be developed.

Recommendations

The demands on the budgets of public school systems experienced locally in recent years would seem to discount the feasibility of establishing an adult continuing education program as a part of the existing administrative

structure. Such an approach would require a director who would devote his time to organization and coordination of a continuing education and recreational program for all age levels. His salary and all costs of conducting the community-wide program would be duplicated in each school system.

An alternative to the school-oriented organizational structure would be the establishment of a county park and recreation board. Administration of the program could be placed in the hands of a qualified director. As a part of the park and recreation program, the board could go into a contractual agreement with each of the school boards of the county to establish and coordinate an adult continuing education program. The director would coordinate the development of such a program, arrange for its promotion and enrollment of participants, and engage instructional personnel. The contractual arrangements with the school systems would permit the use of the school facilities necessary for the various classes.

The major financial burden for such an arrangement would fall to the park and recreation board and this expense would be primarily the director's salary and some of his expenses. Cost of the actual instructions and materials would be borne by the participating adults. An expense to the school systems would be the cost of additional electrical power to light those areas of the buildings not normally in

use each evening. Custodial schedules would need to be altered to allow necessary facilities to be available when needed and daytime teachers would have to adjust to the fact that others would be using "their" classrooms.

Some added expense to the schools would be brought on by the increased rate of replacement of some items of equipment. To have some school staff member in charge of the school's facilities, a teacher in each district could be hired to handle afternoon classroom teaching and then become an assistant director of continuing education in charge of late afternoon and evening activities at that school.

As a part of the same school-park board agreement, a recreational program for youth and adults could be included. This would help to coordinate the various youth activities of similar nature in each area, as well as bring forth new features for young people and create programs for adults. The time spent by the teacher-assistant director would then be more completely and efficiently utilized.

Local lay advisory boards would provide the park and recreation board and its director with a direct tie to each community. As for the adult program, the advisory board would help develop and gain public acceptance of it. Also, leadership for enrolling program participants might be groomed by, through, and/or from within each local board.

The idea of incorporating the schools' facilities into an adult program does not negate the activities of

local groups, organizations, or agencies already in existence. In time their efforts could be complemented by the coordinating aspects derived from the work of the park and recreation director. Duplication of efforts, adult education voids, and similar problems overcome through such coordination could be some of the benefits. Also, the director would provide the public a ready source of recreational training information and guidance.

Further Research

Should an adult education program be inaugurated as outlined in this chapter, a second survey might be conducted in each school district to ascertain more specifically the non-credit courses most suited for that area. The questionnaire could include a list of topics that received good response in this investigation plus other possibilities not previously mentioned.

Once a non-credit adult educational program has been established, an investigation of the academic credit program needs might be conducted. Handled independently of efforts to promote the non-credit program and building on the successes of the initial adult education efforts, the survey should reveal more accurately and conclusively evidence of the true academic credit needs.

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APPENDIX

Appendix A

Survey Team Instructions

Home and Family Survey Team Instructions

The following points should be understood by you before you contact your assigned families and where applicable must be explained to these families when the questionnaire is left with them.

1. Reason for the survey and who is conducting it.

   Reason--To gain some idea of the recreational needs of the community as families throughout the county see the situation. How well is the county now served, in their opinion, and what still needs to be done.

   Who is Conducting the Survey--A 12 member committee appointed by the Whitley County Council and the Columbia City City Council to study the recreational needs of the area and report to these councils its recommendations regarding the development of an organized park and recreation program. You have volunteered to distribute the questionnaires.

2. Stress that their answers on the questionnaire will be anonymous. They are <u>not</u> to sign the form and an envelope will be provided for them to insert the questionnaire in once completed. They should seal the envelope before returning it to you. Assure them that their answers can not be traced to them.

3. Point out the need for 100% completion. Explain that only about 300 of over 6000 homes will be contacted. Their home was chosen by means of a sampling method using a standard procedure for surveys. This procedure eliminates the human bias of choosing those with particular attitudes or holding a particular position.

4. This is a family questionnaire. So, urge the person you visit with to have as near-as-possible the entire family present when it is completed. <u>Do not leave the questionnaire with a child</u>. Be sure to give it to an adult.

5. Be sure to arrange with the family when you are to get the completed questionnaire. To help coordinate the project, the committee has suggested this Friday or Saturday, January 12 and 13 for delivering them and Monday or Tuesday, January 15 and 16 as pickup dates. Carry a note pad with you and jot down the pickup time for each family. Do this in their presence for it will help impress on them your intent to avoid missed connections.

6. If the family is not home when you first call, please make at least two more attempts to talk with them. Should you find the house is vacant, make note of this fact. Do not go to another home not in your assigned area to make up for a vacant house.

7. Due to new construction in rural areas and the fact that some houses in town have apartments or roomers, be sure to get all family units in your assigned territory. You are being given two extra questionnaires in case you find "extra" families.

8. Even after you explain the project, a few people will probably refuse to complete the questionnaire. If so, make sure they understand the purpose of it and the procedure to avoid having their name attached to any answers. Then, if they still refuse, thank them for their time and leave.

9. Explain the procedure for completing the questionnaire without having them complete any answers then. Go through a few questions that will help illustrate how to do it. Be careful not to express your opinions while doing so.

10. Emphasize the importance of answering all questions.

11. To help make the results of the survey more meaningful, place the appropriate letter or letters listed below on each envelope after you return to your car. Don't do it in the presence of the person for fear of misunderstanding. This only indicates the town or township, not the family.

Cl--Cleveland
Co--Columbia
Et--Etna-Troy
J--Jefferson
R--Richland
S--Smith
T--Thorncreek
U--Union
W--Washington

CC--Columbia City
Ch--Churubusco
SW--South Whitley
L--Larwill

Appendix B

Questionnaire

IV. Home and Family Recreation Questionnaire

1. Please check the location of your home. Rural_____; Rural-non-farm_____; Town_____.

2. Did any member of your family reside in Whitley County prior to 1962? Yes_____ No_____.

3. What is the total number of people residing in the home? _____

4. Number of children (under 18) residing in the home?_____

5. Do you own the home you are living in? Yes_____ No_____.

6. Number of cars licensed to your residence?_____

7. Occupation of the husband?_____
Where employed?_____

8. In what organizations is the husband active? (Church, service clubs, etc.)_____

9. Occupation of the wife?_____
Where employed? Local_____, Ft. Wayne_____, Other (specify)_____

10. In what organizations is the wife active? (Church, clubs, etc.)_____

11. In what organizations are the children active? (Scouts, Church, etc.)_____

12. INDOOR RECREATION FACILITIES. (Please check the ones you have in your home.) Piano___Television___Books___ Magazines___Radio___Recreation room___Table tennis___ Table games___Record player___Workshop___Other (specify) _____

13. OUTDOOR RECREATION FACILITIES. (Please check the ones you have on your premises.) Flower garden___Vegetable garden___Outdoor fireplace or grill___Picnic table___ Sandbox___Basketball goal___Swimming pool___Swings___ Badminton___Croquet___Wading pool___Horse shoe court___ Other (specify)_____

14. HOME RECREATION ACTIVITIES. (Check the ones members of your family participate in.) Parties___Reading___ Cards___Singing___Playing musical instruments___Painting___Crafts___Table games___Hobbies (stamp collecting, etc. please list.)_____
Others (specify)_____

15. Does your family use any of the parks in the county?
Yes_____No_____ Which ones?_____
For what activities? (please list)_____
_____
If no, why?_____
_____

16. Does your family use the local swimming pools? Yes_____
No_____

17. Does your family swim in local lakes? Yes_____No_____

18. What are the most popular recreation activities participated in by the family at your home?
First_____Second_____Third_____

19. OUTDOOR RECREATION ACTIVITIES AWAY FROM HOME: Playing outdoor sports and games___Driving for pleasure___
Sight seeing___Fishing___Picnicing___Boating___
Horseback riding___Ice skating___Hiking___Attending outdoor drama, concerts, etc.___Walking for pleasure___
Swimming___Attending sports events___Hunting___Nature walks___Camping___Water skiing___Other (specify)_____
_____

20. What are the most popular outdoor recreation activities participated in by members of your family away from home? First_____
Second_____
Third_____

21. In what outdoor recreation activities would members of your family like to participate if facilities were available? First_____
Second_____
Third_____

22. On the average, how many times per month do members of your family go out of the county for their recreation or entertainment?_____
For what recreation?_____

23. Are there sufficient recreation activities available for families to participate in as a group? Yes_____
No_____ List examples_____

24. The major groups of activities for a recommended community recreation program are: Sports and games; arts and crafts; music, dramatics; dance; hobbies; outing activities; literary activities; social activities; and community-wide events.

Based on this recommended program, do you feel that your community provides adequate year-round recreation activities for the following age groups? (Yes or No)

Elementary Boys	_____	Young Married Couples (19-30)	_____
Junior High Boys	_____	Older Middle Age (45-65)	_____
Senior High Boys	_____	Elementary Girls	_____
Young Male Adults (19-30)	_____	Junior High Girls	_____
Senior High Girls	_____	Middle Age	_____
Young Female Adults	_____	Retired People	_____

25. Please list, in order of preference, the community recreational activities that you think are most needed in your community.
First_____
Second_____
Third_____

26. Please list in order of preference the recreation facilities (areas or structures) that you think are most needed in your community.
First_____
Second_____
Third_____

27. Do you favor the properly supervised use of school facilities for recreation when such use does not conflict with the school program? Yes_____No_____

Adult Interests
(To be answered by those 18 years old and older.)

28. If they were available, which of the following would you, over a period of time, participate in on a non-credit basis? (Please place an (X) beside each of your choices.)

Arts and Crafts	Sports	Skills
Wood carving	Ph.ed.--men	Woodworking
Leather tooling	Ph.ed.--women	Metal lathe
Pottery	Bowling	Typing
Weaving	Other (list)	Bookkeeping
Knitting	_____	Shorthand
Embroidery	_____	Upholstering
Crochet		Refinishing furniture
Reed weaving	Cultural	Basic clothing construction
Stone polishing	Public speaking	Dress making
Metal craft	Whitley Co. history	Tailoring
Glass etching	Child psychology	Hat making
Oil painting	Government	Driver training
Textile painting	U.S. history	Home management
Sculpturing	Geology	Cooking
Christmas decorations	Language	Other (list)
Nature crafts	Other (list)	_____
Flower arrangement	_____	_____
Other (list)	_____	
_____		
_____		

29. If they were available, what subjects on a credit basis, would you desire? Please list:

_____ _____
_____ _____
_____ _____
_____ _____

30. Additional comments_____
_____
_____
_____

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